**Hester -7th Grade Science**

**Unit - ECO**

**Objectives**

1. Simulate the processes of weathering, erosion and deposition 2. Relate weathering, erosion, and deposition to natural disasters such as floods,

hurricanes, forest fires, tornadoes, and tsunamis 3. Model the process of leaching within a groundwater system 4. Calculate range, central tendency, and sampling error for data collected about different

types of organisms in an ecosystem 5. Evaluate the biodiversity of an ecosystem based on range, central tendency, and

sampling error 6. Map the potential ramifications of human impact on the environment 7. Graphically represent trends that suggest an increase in greenhouse gasses is resulting

in global warming 8. Predict the impact of growing populations on the extraction, transport, and usage of

natural resources like coal or water 9. Plan an investigation, including procedure, observations, data gathering, calculations,

and analysis, to trace the changes in a specific population in an ecosystem over time 10. Infer the relationship between a population’s size and the environment in which it lives 11. Illustrate the biodiversity in the flora and fauna of different biomes on Earth 12. Deduce characteristics an organism needs in order to survive in different biomes on

Earth 13. Identify the abiotic features of different biomes on Earth that are necessary to support

the species that live there 14. Compare and contrast primary and secondary succession 15. Justify or refute the claim that human contributions to greenhouse gasses are causing

Earth’s temperature to rise 16. Describe how biodiversity contributes to sustainability

**Blooms**

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| **Analyzing**: can the student distinguish between the different parts? |
| **Applying**: can the student use the information in a new way? |
| **Understanding:** can the student explain ideas or concepts? |
| **Remembering:** can the student recall or remember the information? |

**Materials/Resources Needed: Power Point**

**Anticipatory Set**

**Get pencil and Paper ready**  
**Objective/Purpose To teach the TEKS for the Eco unit**

**Prior Knowledge**

**Concepts, questions, movies**

**Model**none

**Check for Understanding**

**Questioning**

**Guided Practice** None

**Closure**

Questioning (check notes)

**Independent Practice**

**none**

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| **Bloom’s Taxonomy**  New Bloom Triangle Old Bloom Triangle  **New Version Old Version** | |
| **Creating**: can the student create new product or point of view? | assemble, construct, create, design, develop, formulate, write |
| **Evaluating**: can the student justify a stand or decision? | appraise, argue, defend, judge, select, support, value, evaluate, justify |
| **Analyzing**: can the student distinguish between the different parts? | compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test |
| **Applying**: can the student use the information in a new way? | choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write |
| **Understanding:** can the student explain ideas or concepts? | classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase |
| **Remembering:** can the student recall or remember the information? | define, duplicate, list, memorize, recall, repeat, reproduce, state |